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AUTHOR Thompson, Donna M.
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ABSTRACT

Like many businesses across the country, institutions of higher education have been increasing the use of part-time and/or temporary staff. Nationally, adjuncts teach between 30%-50% of all credit courses and between 95%-100% of noncredit courses. At community colleges, adjuncts composed 60% of all faculty as of 1991, up from 56% in 1984 and 42% in 1960. Reasons for this increase include lower costs for colleges, with adjuncts costing about one-third less than full-time faculty; greater staffing flexibility in times of enrollment fluctuation; strong links to the community afforded by adjuncts; and a wide variety of subject expertise. The issue remains, however, that some adjuncts may lack the pedagogical skills needed to be effective classroom teachers. Many types of staff development programs exist to address this issue, including: (1) mentoring programs; (2) pre-service orientations; (3) in-service workshops; (4) adjunct faculty handbooks; (5) newsletters and training letters providing advice on teaching excellence; (6) the formation of adjunct faculty committees to involve them in the development and delivery of programs; and (7) the production of videotapes on instructional issues. Planning for the utilization and development of adjunct faculty is crucial to their success. The most successful adjunct development programs are those that have the commitment and participation of the college administration and full- and part-time faculty and help integrate adjuncts into the mainstream of the college. (Contains 34 references.) (KP)

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Alternative Approaches to Adjunct Faculty Development

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Submitted by Donna M. Thompson
Brookdale Community College
Lincroft, New Jersey 07738
May, 1995

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Alternative Approaches to Adjunct Faculty Development

Donna Thompson
Brookdale Community College
Lincroft, New Jersey 07738
May, 1995

Introduction

Like so many businesses across the country, institutions of higher education have been relying increasingly on the use of part-time and/or temporary staff to deliver their primary product of educational instruction. For more than two decades, the number of adjunct faculty teaching in U.S. colleges and universities has been steadily increasing and is projected to continue to do so. In 1993, the total number of adjunct faculty employed by U.S. colleges and universities was estimated at 270,000 (Gappa, 110). Nationally, adjuncts teach between 30% - 50% of all credit courses and between 95% - 100% of the noncredit courses (Excellence in Adjunct Instruction video). Adjuncts teach in all disciplines and are employed by every type of higher education institution. Citing a 1988 National Survey of Postsecondary Faculty in their book The Invisible Faculty, Gappa and Leslie provide the following statistics regarding the percentage of adjuncts/full-time faculty in various higher education institutions: (1) All Institutions = 35%, (2) Public and Private Research and Doctorate-Granting Universities = 15% - 24%, (3) Public and Private Comprehensive Colleges and Universities and Liberal Arts Colleges = 26% - 42%, (4) Public Two-Year Colleges = 54% (Gappa, 111).

Utilization of Adjunct Faculty by Type of Institution

• *All Institutions*	*35%*
• *Research and Doctorate-Granting Universities (Public and Private)*	*15%-24%*
• *Comprehensive Colleges & Universities, Liberal Arts Colleges (Public and Private)*	*26%-42%*
• *Public Two-Year Colleges*	*54%*

The statistics in the above table illustrate that, on average, community colleges utilize a far greater number of adjunct faculty than any other type of college or university. Nationally, there are approximately 1300 community colleges that provide postsecondary education to more than 6 million students (Excellence in Adjunct Instruction video). By 1978, the number of adjunct faculty had already outnumbered full-time faculty in all states, and in some states by a 2:1 ratio (Williams, 1). As of the Fall of 1991, adjunct faculty in many community colleges comprised 66% of all faculty (Kroll, 277). The table below shows the growth of the utilization of adjunct faculty in community colleges over three decades.

Utilization of Adjuncts by Community Colleges

1960	*42%*
1984	*56%*
1991	*60%*

What conclusions can be drawn from these statistics and what recommendations can be made to ensure both the quality and continuity of instruction? An extensive review of the literature on adjunct faculty in higher education revealed numerous concerns over the growing use of adjuncts in higher education. At the one extreme are the negative positions taken by the National Education Association and the Education Commission of the States. In its 1988 "Report and Recommendations on Part-time, Temporary, and Nontenure Faculty Appointments", the NEA issued a policy statement that recommended reducing the number of part-time and temporary faculty. A 1986 report by the Education Commission of the States cited that "... [Use of part-time faculty] can ... inhibit faculty collegiality, instructional continuity, and curricular coherence" (Gappa, 5). At the other extreme are the positions taken by the National Center for Research in Vocational Education (University of California, Berkeley) and the noted authors on adjunct faculty Judith Gappa, David Leslie, Melvin Pedras, and James Williams. The National Center for Research in Vocational Education has taken the viewpoint that "... [adjunct faculty are] valuable professionals who add currency and "community" to community college instruction." Noted authors on issues related to adjunct faculty (Gappa, Leslie, Pedras, Williams, et al) contend that "adjuncts are capable, dedicated, and productive people and that institutions gain a great deal when they employ adjunct faculty (Gappa, xii). At this point, it is necessary to make two important observations regarding the disparity in the above mentioned viewpoints:

1. *The National Education Association (NEA) is a labor union whose primary goal is to protect the interests of its dues-paying members, full-time faculty. For this reason, the NEA would oppose the increased utilization of adjunct faculty.*

2. *The majority of the available literature on the utilization of adjunct faculty accepts heavy reliance on adjuncts in higher education and recommends programs and other ways to increase the teaching potential and effectiveness of adjunct faculty.*

Reasons for Increased Adjunct Utilization

- *Lower Cost to the College*
- *Provide for Greater Staffing Flexibility*
- *Provide Strong Links to the Community*
- *Provide a Wide Variety of Skills and Subject Expertise*

Available literature cites four main reasons for the continuing increase in the utilization of adjunct faculty, especially in community colleges. The primary and obvious motive is economic, with the other cited reasons being minor in comparison. One study concluded that an adjunct faculty member, on average, represents about 1/3 of the cost of employing a full-time faculty member (Samuel, 45). The 1987 "Study of Part-Time Instruction" completed by the California Community Colleges Chancellor's Office concluded that when lack of benefits and lack of an office hours requirement were taken into consideration, the cost to the college of employing an adjunct was approximately 40% less than the cost to the college of employing a full-time faculty member (California Community College Chancellor's Office, 25). The reliance on adjunct faculty also allows for greater staffing flexibility in times of fluctuating enrollments. Staffing with adjuncts allows the college to make rapid, last minute adjustments for changing enrollments and allows the college to offer a wider range of course offerings at times when full-time faculty might not be readily available. In addition to the lower cost and staffing flexibility provided by adjuncts, adjuncts also provide strong links to the community and surrounding businesses and industries, an inherent part of the mission of community colleges. Adjuncts also bring a wide variety of skills and expertise that are useful in teaching specialized courses.

Barbara L. Piasta, a 1991-92 participant in Princeton University's Mid-Career Fellowship Program, wrote a study entitled "Part-Time Faculty in New Jersey Community Colleges". She noted that during the initial growth spurt and development phase of community colleges, during the 1960s and early 1970s, adjunct faculty were recruited for primarily educational reasons rather than financial reasons. There was a shortage of full-time faculty at that time and the best potential college teachers were found in local businesses and high schools (Piasta, 6). Today, however, the financial reasons appear to be the primary motivator for employing increasing numbers of adjunct faculty relative to the number of full-time faculty.

The financial concerns of colleges and universities are understandable, especially for those institutions that rely heavily on state and local funding while attempting to maintain an affordable tuition cost for their student population. The limitations of obtaining additional funding coupled with an increasing demand for an affordable higher education is at the root of the increased reliance on adjunct faculty. Colleges and universities, especially community colleges with their open-enrollment policies, are finding that the only financially feasible way that they can continue to supply the quantity of service that is being demanded is to employ greater numbers of the lower cost teaching resource, adjunct faculty.

The issue of the quantity of service that can be affordably provided aside, we must also consider the equally or more pressing issue of maintaining the quality and continuity in the instruction that will be increasingly delivered by adjunct faculty. A solution to many of the educational problems that result from the growing utilization of adjunct faculty lies in the provision of professional development programs for adjuncts. Awareness of this solution was witnessed as far back as the 1973 report of the Assembly of the Association of Community Colleges which stated "... colleges should accept staff development as its first-rank priority and give it the same total institutional commitment that is accorded to its other programs and curriculums. In any staff development program, each college is especially urged to include

given to the development of programs for adjunct faculty. The literature on adjunct faculty development programs currently in place at colleges and universities across the nation have several recurring components:

Commonly Used Adjunct Faculty Development Programs

- *Mentoring Programs*
- *Pre-service Orientations*
- *In-service Workshops*
- *Adjunct Faculty Handbooks*
- *Newsletters*
- *Adjunct Faculty Committees*
- *Video Tapes*
- *Integration into Department*

Mentoring Programs

Mentoring of adjunct faculty by full-time faculty, is known by various names among staff development programs; peer consulting, buddy-systems, team approach, linkages, et al. Mentoring programs are one of the most frequently cited means of developing and integrating adjunct faculty into the institution and department. Mentoring of a new adjunct by a full-time faculty member can be done on either a purely voluntary basis without any compensation to either member of the team, or with either released time or monetary compensation for the full-time faculty partner.

One of the most comprehensive mentoring programs for adjunct faculty is the EPIC (Educators Peer Instructional Consulting) program at Cuyahoga Community College. The

adjunct staff" (Williams, 33). In its 1990 standards handbook, "Characteristics of Excellence in Higher Education and Schools", the Middle States Association of Colleges and Schools expressed its concern for the need for orientation and professional development of adjunct faculty. The standards handbook states that "... opportunities for professional development and participation for permanent part-time faculty should be available... [and comparable as far as possible to those for full-time faculty]" (pp. 25-26)... (Gappa,85).

Adjunct Faculty Development Programs

The numbers clearly illustrate that adjuncts play an integral role in higher education. They should, therefore, be treated like the important and valuable educational resource that they are. Without the use of adjunct faculty, few colleges and universities would be able to fulfill their institution's mission. While it is generally agreed that adjuncts possess the subject expertise, some may lack the pedagogical skills needed to be effective classroom teachers. As an economist, I am not going to argue that the numbers of adjunct faculty should be drastically decreased to maintain quality instruction regardless of the cost to the institution. In an effort to maintain quality instructional levels, however, it is imperative that the necessary pedagogical skills be developed and refined with adequate, on-going staff development programs designed specifically for adjunct faculty.

Since the 1970s, the importance of staff development programs has been documented in numerous educational literature. In 1972, Terry O'Banion, Executive Director of the League for Innovation in Community Colleges, stated that "unless staff members are supported in their professional development, the needs of students cannot be met" (Pedras, 1). While professional development programs for full-time faculty have been in place in colleges and universities for some time, it is only over the last decade that attention has been

EPIC program was funded by a 1987 grant from FIPSE (Fund for the Improvement of Postsecondary Education). A full-time faculty mentor is assigned to between 1 and 3 new adjunct faculty, in the same or a closely-related discipline. The full-time faculty member must meet with their mentee at least three times during the term to provide an orientation to the college, department, course, services and resources available, regulations, and other student/ department/college requirements. The full-time faculty mentor is compensated at the rate of .5 reassigned EQUs per adjunct mentee (Hoyt, 114). Mentoring programs in place at other colleges follow the basic format of the EPIC program. The most successful mentoring programs are generally those where full-time faculty are given released time from teaching to work with the new adjunct (Williams, 36). While compensating the full-time faculty partner does involve an additional cost to the college, the long-term benefits to the adjunct faculty partner's pedagogical skills and integration into the department usually far outweigh the financial costs incurred.

Pre-Service Orientations

By definition, pre-service orientations should take place prior to the start of the term for all new adjuncts. Pre-service orientations generally include the following factors: (1) conditions of employment, (2) policies and procedures, and (3) the college and its students (Williams, 41). Noteworthy pre-service orientation programs are in place at the Community College of Aurora in Colorado , El Paso Community College in Texas, and Brookdale Community College in New Jersey. It is recommended that pre-service orientations not be casual affairs, but rather provide a thorough introduction to the goals and resources of the college. An overview of the college's policies and expectations should be followed by a tour of the campus and then a break-out into department/division meetings (Williams, 35).

The Community College of Aurora in Colorado employs twelve full-time faculty and more than two hundred adjunct faculty. (The faculty development program at CCA has been the only community college in the state of Colorado to be honored as a Program of Excellence by the Colorado Commission on Higher Education (Barnes,37)). The pre-service orientation at CCA provides an opportunity to the new faculty to meet their colleagues and learn about instructional support services and the college's organization and operations. New faculty are required to attend two, half-day workshops designed to acquaint them with the needs of community college students, effective strategies for teaching adult learners, and policies and procedures of the college (Barnes, 39).

El Paso Community College in Texas is a multi-campus institution employing about three hundred full-time faculty and seven hundred adjunct faculty. The pre-service orientation program at EPCC is part of a comprehensive development program that has been repeatedly recognized by the National Council of Staff, Program, and Organizational Development (NCSPOD). A video about the college, its mission, goals, objectives, and resources available to faculty is highly recommended for viewing by new adjuncts. A two-day orientation program covers instructional and student support services information, development of syllabi and lesson plans, instructional strategies and techniques, and student study skills (Luehrs, 168).

Brookdale Community College in New Jersey employs about two hundred and twenty full-time faculty and more than four hundred adjunct faculty. Prior to the start of the Fall term a social event/orientation is held for all adjuncts. Department and division chairs are also in attendance. Food is served prior to the start of the orientation. The adjuncts are formally greeted by the president and the academic vice president of the college, and are provided with information about the college's mission and overall goals. Break-outs by department/division follow the greetings. Small-group tours of the campus are available, with emphasis on instructional sites such as the library, student computer labs, and the testing

center. Staff from these instructional sites are on-hand to answer questions and provide a brief talk/demonstration about their facility during the tour.

Many pre-service orientations concentrate on "institutional housekeeping" matters rather than pedagogical issues. An alternative approach is to concentrate on the pedagogy in the pre-service orientation and publish the routine "housekeeping" matters in an adjunct faculty handbook (Leitzel, 144). Common pre-service orientation formats among institutions include: a social event, introduction to the institution and dissemination of handbooks and other written materials, overview of effective teaching techniques, and the establishment of linkages to department faculty/chair and/or the introduction to a faculty mentor (Gappa, 183). It is recommended that the pre-service orientation be videotaped and either sent to or made available for the adjunct faculty who are unable to attend the function. Adjunct attendance at pre-service orientations can be monetarily compensated, required by contract, or voluntary. The cost to the institution is minimal, in most cases, in comparison to the invaluable information and sense of collegiality that can be gained by the adjunct participants.

In-Service Workshops

In-service workshops are designed as either on-going professional development seminars/workshops or a one-day potpourri of teaching/curriculum based workshops. While some institutions invite adjunct faculty to workshops/ seminars planned with the full-time faculty in mind, the general consensus of the literature is that a separate workshop(s) planned specifically for the adjunct faculty is recommended to maximize the potential benefits to the adjuncts. While some institutions have a mandatory participation requirement stipulated in the adjunct faculty members' contract, in-service workshop attendance by adjuncts is voluntary at most institutions. Terry O'Banion, Executive Director of the League

for Innovation, asserted that adjuncts should be provided with appropriate incentives for participating in professional development activities and that the most successful professional development programs for adjuncts are those that pay participants a stipend (Williams, 34). Melvin Pedras believes that short-term, on-campus workshops are the most efficient way to provide for staff development of adjuncts. He contends that workshops should be scheduled on weekends or during breaks, and that the most appropriate months for holding workshops are August, September, and January. A single workshop should last no longer than one-half to one day. Pedras believes that the most effective in-service programs are designed as short, on-going workshops that are offered throughout the academic year and thus allow the adjunct faculty to select those that are most convenient and meet their immediate needs. He states that adjuncts should be involved in the development and delivery of any in-service program designed for them (Pedras, 11). Some of the workshop topics suggested by Pedras include: (1) Increasing Student Motivation, (2) Reinforcing Student Learning, (3) Accommodating Different Learning Rates, (4) Characteristics of Effective Instructors, (5) Self-Analysis of Teaching Skills, (6) Selecting, Developing and Using Multi-media Learning Resources (Pedras, 7).

In July 1989, Hoerner, Clowes, Impara, and Sullins conducted a national survey of 1252 community and technical colleges to assess their professional development needs and practices. The following conclusions are based upon a 70% return rate to their survey: (1) Few activities were identified for adjunct faculty. (2) When adjuncts were involved, it was most often in the form of "allowing" adjuncts to attend activities planned primarily for full-time faculty. (3) Where activities were planned specifically for adjuncts, the topics most often addressed were teaching methods, computer applications, evaluation, and the college mission. (4) 41% of the institutions had an identifiable budget line for professional development, but 74% reported no specific funding for adjunct faculty development activities (Hoerner, 4).

In addition to the traditional workshop/seminar format, the Community College of Aurora offers a unique supplement to in-service development with its "Integrated Thinking Skills Project". Interdisciplinary teams of instructors learn how to develop and integrate the teaching skills and techniques to help students become more active learners and develop thinking skills rather than memorizing skills. The thinking skills project was funded with an $81,000 grant from the Colorado Commission on Higher Education (Barnes, 41). Still another interesting in-service program at CCA is a recently developed "Ethics Across the Curriculum" project which encourages faculty to incorporate ethical concerns and issues into their courses. The ethics project is funded with a $225,000 FIPSE grant (Barnes, 41).

The Adjunct Faculty Institute program at Burlington County College in New Jersey offers adjunct faculty the opportunity to gain "senior adjunct faculty" status (and the $34 per semester hour increase in pay afforded "senior adjunct faculty") by participating in five structured workshops which combine an orientation to the campus (its history, philosophy, curriculum, facilities, and student body) with programs on effective teaching strategies. The workshops are held on three successive Saturdays every semester. Approximately thirty adjuncts attend the workshops each semester.

In 1995, Brookdale Community College instituted an annual workshop/ seminar for its adjunct faculty. Full-time faculty voluntarily served as the facilitators/presenters of curriculum/pedagogical issues that they were already involved in at the college. The array of workshop offerings included: (1) Integrating Writing Across the Curriculum, (2) Integrating Critical Thinking Across the Curriculum, (3) Integrating Diversity Issues Across the Curriculum, (4) Integrating Technology Across the Curriculum, (5) "Excellence in Adjunct Instruction" video, and (6) Question/Answer Panel (with representatives from the academic administration, student development counselors, faculty union, and human resources). In addition, video taping of on-campus staff development opportunities is becoming routine, with announcements to adjuncts that the video tapes are available in the college's library.

Adjunct Faculty Handbook

The importance of a handbook designed specifically for adjunct faculty is emphasized by experts on adjunct faculty issues, Gappa, Leslie, Pedras and Williams in their writings. They contend that a handbook, designed specifically for adjuncts, should be well-designed, well organized, and a thorough reference to both procedural and substantive matters. The handbook should be issued at either the point of hire or at the in-service orientation and updated on a regular basis. (Organizing the handbook in a loose-leaf notebook format would make updating easier and more cost-efficient.) Issues such as parking, paychecks, class absences, grading, testing, the library, emergencies, clerical assistance, key personnel, telephone numbers, the college calendar, personnel policies, etc. should all be included in the handbook. The Adjunct Faculty Handbook currently in use at Brookdale Community College is an example of a comprehensive reference handbook designed to answer most of the questions and concerns of adjuncts. Each topic covered in the handbook includes a name and/or telephone number for the adjunct faculty member to contact for further information. A well-organized, comprehensive handbook can serve as the primary reference for the pre-service orientation for adjunct faculty.

Newsletters and Training Letters

An interesting approach to adjunct faculty development is the training letters approach utilized at the University of Illinois-Champaign-Urbana (Shrawder, 212). The training letters provide "teaching excellence" advice and information on instructional pedagogy, instructional technologies, classroom management, et al. Shrawder contends that training letters can serve as an alternative or supplement to the more traditional in-service

workshops format. The training letters provide instructional information and are sent to all adjuncts on a regular basis. Shrawder believes that the structure and format of the more traditional in-service workshops allow for the dissemination of only a limited amount of information at a given time and rarely provide for follow-up presentations. Adjuncts who are unable to attend a workshop, miss the opportunity to gain information that is presented. An alternative to a training letter that is both written and printed on-campus is The Adjunct Mentor, published by Pentronics Publishing in Savoy, Illinois. In addition to general teaching tips for adjuncts, The Adjunct Mentor can be individualized for each institution to include recognition of adjuncts and reminders of upcoming work-shops and professional development activities (Shrawder, 213).

Adjunct Faculty Committees

Melvin Pedras believes that in order for any adjunct faculty development program to effectively gain the support and commitment of the adjunct faculty, adjunct faculty must be involved in both the development and delivery of the program (Pedras, 10). Examples of committees comprised of adjunct faculty are found at Sinclair Community College in Dayton, Ohio, El Paso Community College, and Middlesex County College in Edison, New Jersey. The Part-Time Faculty Committee at Sinclair Community College is comprised of adjuncts campus-wide and chaired by the academic dean of the college. The committee is responsible for the development and delivery of the majority of professional development activities designated for the adjunct faculty. It has developed a Lecturer Handbook for adjuncts and is responsible for the essential elements of a part-time faculty upgrade program which provides for both a salary and a title upgrade after the successful completion of a specified number of teaching and professional development hours (Young, 239).

The Part-Time Faculty Development Issues Committee at El Paso Community College is one of five active committees operating out of the Faculty Development Office. The committee addresses the specific faculty development concerns and needs of adjunct faculty. The committee has been responsible for the development of Saturday discussions/workshops, a peer recognition program, a self-assessment checklist, and a mentor program (Luehrs, 171-172).

The Adjunct Faculty Committee at Middlesex County College is supervised by the Office of Continuing Education which is responsible for the hiring and administration of all adjunct faculty. The committee organizes the pre-service orientation, the in-service workshops, and serves as the liaison to the administration regarding adjunct faculty concerns and issues. The adjunct committee has been able to successfully negotiate the incorporation of a sick day and longevity pay increases for the adjuncts.

Video Tapes

Several video tapes covering general pedagogical, procedural, and other issues that are a concern of adjunct faculty are available for incorporation into various components of an adjunct faculty development program. A few of the available video tapes include:

- *The New Jersey Institute for Collegiate Teaching and Learning (NJICTL) tape on master teaching. Ramapo College, New Jersey.*
- *Excellence in Adjunct Instruction tapes developed by St. Petersburg Junior College, published by Jay Gross Studios. Largo, Florida.*
- *Teaching Excellence tapes developed by Dr. Frank Paoni of Brookdale Community College; Lincroft, New Jersey.*
- *The College Teaching Faculty Development series, prepared by the faculty at The University of Michigan-Dearborn.*

Integration into Department

Repeatedly throughout the literature, the role of the department chair is stressed as the first, and on-going, link to the institution for the adjunct faculty member. The attitude of the department chair makes a difference in the degree to which adjuncts are integrated into both the department and the institution (Gappa, 186). Gappa states that adjuncts are members of their departments first, and institutions second and that "attitudes" found in an academic department color the climate in which adjuncts work (Gappa, 180). Adjuncts will feel more "connected" and "integrated" into the institution if they are accepted by their department as colleagues. One way of achieving this sense of acceptance and integration is to routinely invite adjuncts to department and division meetings. The literature repeatedly emphasizes that adjuncts will feel more connected with their departments and the institution if they interact with their full-time colleagues. Adjuncts also express a desire to partake in curriculum revisions and textbook selection. Interaction with the full-time faculty and a feeling of connectedness to the department will have more of a chance of occurring if adjuncts are provided with a desk or an area within the department to go before and/or after class or to meet with students.

Lastly, adjuncts will feel more connected to their department and the institution if their efforts are recognized. This recognition can be as minor as a thank-you note at the end of the term from the department or division chair, or having Outstanding Adjunct Faculty Awards presented along with the full-time awards. The recognition of a job well-done will go a long way toward making adjuncts feel appreciated and valued by their full-time colleagues, their department, and their institutions.

Conclusion

The number of adjunct faculty at many colleges across the country exceeds the number of full-time faculty. At many colleges, adjuncts teach more than one-half of the courses offered on the campus. There is no need, therefore, to debate the "role of adjuncts" in American higher education. The issue, rather, is how to integrate adjuncts into the teaching/learning process and more fully develop their potential in the academic community.

A win-win proposition to accomplish this integration and development is through professional development programs designed specifically for adjunct faculty. Mentioned on the previous pages are some of the more frequently utilized professional development programs and opportunities for adjunct faculty. The necessity of developing and integrating such programs, especially at those colleges where the number of adjuncts greatly exceeds the number of full-time faculty, has been recognized for more than two decades. Well-coordinated, comprehensive programs for adjunct faculty development, however, are still needed at most institutions throughout the country. Developing, organizing, and integrating a meaningful professional development program for adjuncts presents a challenge for these colleges. This challenge is especially pressing for community colleges which employ far greater numbers of adjunct faculty than other types of colleges and universities.

The key to the success of any staff development program is the amount of support and encouragement given to it by top administration. The success of an organization is also dependent on having a well trained, knowledgeable staff (Burnham, p. 41) --- both full-time and part-time staff. Professional development opportunities for full-time faculty currently exist at the majority of colleges and universities. Adjunct faculty development, however, is often ignored or superficial. Colleges across the country have developed a variety of programs to address the development needs of adjuncts. The most successful programs appear to be those that have the commitment and participation of the college's administration, and the full-

and part-time faculty. The majority of the professional development programs for adjunct faculty that I chose to include in this paper involve the integration of adjuncts into the "mainstream" of the college and, as such, increase the interaction between full- and part-time faculty. Although strategies such as training letters and adjunct faculty committees are mentioned in the paper and can be somewhat successful development techniques, they do not integrate or assimilate the adjunct faculty into the college mainstream, and in the case of the training letters, are rather impersonal. If either of these techniques are employed, they must be a small part of a more comprehensive effort to integrate and connect adjunct faculty into the entire college.

Adjunct faculty are an increasingly integral part of the academic side of higher education. Planning for their utilization and development is crucial for their ultimate success as educators. It is the contention of this author that institutions of higher education can enhance the quality of their product if they invest in the development of the human capital of all of its employees --- full- and part-time alike. Adjunct faculty are a valuable human resource and cannot remain underutilized if the quality of education is to be maintained in our institutions of higher education.

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